

Marking Period 1 (MPI)	Orchestra Curriculum Pacing Guide – Level MPI
<p>MP 1</p> <p>Standards for Orchestra Content</p>	<ul style="list-style-type: none"> • 1.3A.HSI.Pr4a: Analyze and interpret complex rhythmic, melodic, harmonic, and expressive elements in orchestral music to prepare accurate and stylistically appropriate performances. • 1.3A.HSI.Pr5a: Develop and refine instrumental technique, tone quality, intonation, articulation, and ensemble balance through focused rehearsal strategies and performance feedback. • 1.3A.HSI.Pr6a: Perform orchestral repertoire with technical accuracy, expressive phrasing, stylistic awareness, and cohesive ensemble coordination in formal and informal settings. • 1.3A.HSI.Re7a: Analyze how musical elements, structure, and expressive qualities function within orchestral works to communicate artistic intent. • 1.3A.HSI.Re9a: Apply established criteria to evaluate personal and ensemble performances, identifying strengths and areas for technical and expressive improvement. • 1.3A.HSI.Cn11a: Explain how historical, cultural, and social contexts influence orchestral repertoire, performance practices, and musical interpretation.
<p>MP 1</p> <p>Topics</p>	<p>Review technique, tone production, tuning independence</p> <p>Bow distribution, articulation (legato, staccato)</p> <p>Left-hand patterns, extended fingers, early shifting</p> <p>Reading rhythm & notation (syncopation, rests)</p> <p>Major scales: G, D, A Major (two octaves as appropriate)</p> <p>Ensemble balance, listening across the section</p> <p>Dynamics, phrasing, expressive marking</p> <p>Rehearsal strategies & sectional independence</p> <p>Repertoire preparation</p> <p>Informal performance/assessment</p>

<p>MP 1</p> <p>Skills- Concepts</p>	<p>Technique</p> <ul style="list-style-type: none"> • Clear tone across all strings • Beginning shifting into 2nd and 3rd position (as appropriate) • Controlled bow weight, placement, and speed • Articulations including legato and staccato <p>Literacy</p> <ul style="list-style-type: none"> • Reading expanded rhythmic patterns • Sight-reading at developing ensemble level • Performing two-octave scale patterns • Applying musical terminology in rehearsal <p>Musicality</p> <ul style="list-style-type: none"> • Dynamic contrast and control • Shaping musical phrases • Developing intonation awareness • Balancing sound within the ensemble <p>Ensemble Performance</p> <ul style="list-style-type: none"> • Following conductor gestures accurately • Playing independent parts with confidence • Listening and adjusting for blend and tuning
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Orchestra instrument • Method book (intermediate level) • Metronome/tuner • Music stand (classroom) • Repertoire specific to level • Rosin and accessories

Marking Period 2 (MPIO)	Orchestra Curriculum Pacing Guide – Level MPIO
<p>MP 2</p> <p>Standards for Orchestra Content</p>	<ul style="list-style-type: none"> • 1.3A.HSI.Pr4a: Analyze and interpret complex rhythmic, melodic, harmonic, and expressive elements in orchestral music to prepare accurate and stylistically appropriate performances. • 1.3A.HSI.Pr5a: Develop and refine instrumental technique, tone quality, intonation, articulation, and ensemble balance through focused rehearsal strategies and performance feedback. • 1.3A.HSI.Pr6a: Perform orchestral repertoire with technical accuracy, expressive phrasing, stylistic awareness, and cohesive ensemble coordination in formal and informal settings. • 1.3A.HSI.Re7a: Analyze how musical elements, structure, and expressive qualities function within orchestral works to communicate artistic intent. • 1.3A.HSI.Re9a: Apply established criteria to evaluate personal and ensemble performances, identifying strengths and areas for technical and expressive improvement. • 1.3A.HSI.Cn11a: Explain how historical, cultural, and social contexts influence orchestral repertoire, performance practices, and musical interpretation.
<p>MP 2</p> <p>Topics</p>	<p>Intermediate Bow Control & Articulation – legato, staccato, hooked bowings, tone consistency</p> <p>Beginning Position Shifting – moving into 2nd and early 3rd position (instrument-appropriate)</p> <p>Expanded Rhythm Reading – dotted rhythms, ties, syncopation introduction</p> <p>Two-Octave Scale Development – major scales with proper finger patterns and intonation focus</p> <p>Intonation & Tuning Strategies – listening, drones, and pitch adjustment within sections</p> <p>Sight-Reading Skills – reading short ensemble excerpts with rhythmic and pitch accuracy</p> <p>Dynamic Contrast & Phrase Shaping – expressive playing through crescendos and musical contour</p>

	<p>Ensemble Balance & Blend – melody vs harmony roles and section awareness</p> <p>Following Advanced Conductor Cues – tempo changes, cutoffs, expressive gestures</p> <p>Performance Preparation Skills – rehearsal strategies, marking music, focus, and reflection</p>
<p>MP 2</p> <p>Skills- Concepts</p>	<p>Skills Developed</p> <ul style="list-style-type: none"> • Improved bow control and articulation variety • Beginning position shifting and extended finger patterns • Increased rhythm and sight-reading accuracy • Stronger ensemble listening and balance <p>Concepts Taught in the Unit</p> <ul style="list-style-type: none"> • Expanded rhythmic vocabulary and notation fluency • Scale patterns, intonation, and pitch relationships • Dynamics, phrasing, and musical expression • Ensemble roles, tuning strategies, and conductor response
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Orchestra instrument • Method book (intermediate level) • Metronome/tuner • Music stand (classroom) • Repertoire specific to level • Rosin and accessories

Marking Period 3 (MPIO)	Orchestra Curriculum Pacing Guide – Level II
<p>MP 3</p> <p>Standards for Orchestra Content</p>	<ul style="list-style-type: none"> • 1.3A.HSI.Pr4a: Analyze and interpret complex rhythmic, melodic, harmonic, and expressive elements in orchestral music to prepare accurate and stylistically appropriate performances. • 1.3A.HSI.Pr5a: Develop and refine instrumental technique, tone quality, intonation, articulation, and ensemble balance through focused rehearsal strategies and performance feedback. • 1.3A.HSI.Pr6a: Perform orchestral repertoire with technical accuracy, expressive phrasing, stylistic awareness, and cohesive ensemble coordination in formal and informal settings. • 1.3A.HSI.Re7a: Analyze how musical elements, structure, and expressive qualities function within orchestral works to communicate artistic intent. • 1.3A.HSI.Re9a: Apply established criteria to evaluate personal and ensemble performances, identifying strengths and areas for technical and expressive improvement. • 1.3A.HSI.Cn11a: Explain how historical, cultural, and social contexts influence orchestral repertoire, performance practices, and musical interpretation.
<p>MP 3</p> <p>Topics</p>	<p>Intermediate Scale Study and Key Signatures Expanding scale knowledge to include additional major and minor scales while reinforcing finger patterns and intonation.</p> <p>Advanced Bowing Techniques Developing control of bow strokes such as spiccato, hooked bowing, and varied articulations.</p> <p>Rhythmic Complexity and Meter Changes Performing music that includes syncopation, compound meter, and changing time signatures.</p> <p>Shifting and Position Work Introduction to shifting between positions to expand range and improve technical ability.</p> <p>Intonation within the Ensemble Refining pitch accuracy through listening, tuning strategies, and section awareness.</p>

	<p>Musical Phrasing and Expression Shaping musical lines through dynamics, articulation, and stylistic interpretation.</p> <p>Sight Reading with Increased Difficulty Reading more complex rhythms, key signatures, and musical forms.</p> <p>Ensemble Balance and Blend Developing awareness of orchestral texture and adjusting tone to achieve a balanced ensemble sound.</p> <p>Historical and Cultural Context of Repertoire Understanding the background and stylistic elements of the music being performed.</p> <p>Collaborative Rehearsal Skills Demonstrating responsibility in rehearsals through preparation, peer collaboration, and musical leadership.</p>
<p>MP 3</p> <p>Skills- Concepts</p>	<p>Advanced Technique, Scales & Position Work: Students expand technical ability through intermediate scale study, shifting between positions, and reinforced finger patterns that improve intonation and range.</p> <p>Rhythm, Meter & Music Literacy: Students perform increasingly complex rhythmic patterns including syncopation, compound meter, and changing time signatures while strengthening sight-reading skills.</p> <p>Bowing Technique, Expression & Musical Style: Students develop advanced bow strokes such as spiccato and hooked bowing while shaping musical phrasing through dynamics, articulation, and stylistic interpretation.</p> <p>Ensemble Balance, Collaboration & Musical Context: Students refine intonation within the ensemble while developing balance and blend, understanding the historical and cultural context of repertoire, and demonstrating collaborative rehearsal responsibility.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Orchestra instrument • Method book (intermediate level) • Metronome/tuner • Music stand (classroom) • Repertoire specific to level • Rosin and accessories

Marking Period 4 (MPIV)	Orchestra Curriculum Pacing Guide – Level II
<p>MP 4</p> <p>Standards for Orchestra Content</p>	<ul style="list-style-type: none"> • 1.3A.HSI.Pr4a: Analyze and interpret complex rhythmic, melodic, harmonic, and expressive elements in orchestral music to prepare accurate and stylistically appropriate performances. • 1.3A.HSI.Pr5a: Develop and refine instrumental technique, tone quality, intonation, articulation, and ensemble balance through focused rehearsal strategies and performance feedback. • 1.3A.HSI.Pr6a: Perform orchestral repertoire with technical accuracy, expressive phrasing, stylistic awareness, and cohesive ensemble coordination in formal and informal settings. • 1.3A.HSI.Re7a: Analyze how musical elements, structure, and expressive qualities function within orchestral works to communicate artistic intent. • 1.3A.HSI.Re9a: Apply established criteria to evaluate personal and ensemble performances, identifying strengths and areas for technical and expressive improvement. • 1.3A.HSI.Cn11a: Explain how historical, cultural, and social contexts influence orchestral repertoire, performance practices, and musical interpretation.
<p>MP 4</p> <p>Topics</p>	<p>Advanced Scale and Arpeggio Study Performing major and minor scales and arpeggios with improved speed, accuracy, and intonation.</p> <p>Position Shifting and Technical Fluency Applying shifting between positions to expand range and technical flexibility.</p> <p>Complex Rhythmic Interpretation Performing music with syncopation, compound meters, and varied rhythmic patterns.</p> <p>Refined Bow Control and Articulation Demonstrating control of legato, staccato, accented strokes, and varied bow distribution.</p> <p>Musical Expression and Phrasing Interpreting musical lines through dynamic contrast, articulation, and stylistic awareness.</p>

	<p>Ensemble Balance and Blend Adjusting tone and dynamics to achieve a unified orchestral sound.</p> <p>Sight Reading of Advanced Repertoire Demonstrating the ability to accurately read unfamiliar music with increasing complexity.</p> <p>Performance Preparation and Stage Etiquette Preparing repertoire for final performances with professionalism and proper concert behavior.</p> <p>Interpretation of Musical Style Applying stylistic characteristics appropriate to the historical period of the repertoire.</p> <p>Performance Reflection and Self-Assessment Evaluating individual and ensemble performance to identify growth and areas for improvement.</p>
<p>MP 4</p> <p>Skills- Concepts</p>	<p>Advanced Technique, Scales & Position Shifting: Students strengthen technical fluency through major and minor scale and arpeggio study while applying position shifting to expand range and accuracy.</p> <p>Rhythm, Bow Control & Music Literacy: Students interpret complex rhythmic patterns while refining bow control and articulation through legato, staccato, accented strokes, and varied bow distribution.</p> <p>Musical Expression, Style & Ensemble Balance: Students shape musical phrases through dynamic contrast and stylistic awareness while adjusting tone and dynamics to achieve ensemble balance and blend.</p> <p>Performance Preparation, Sight Reading & Reflection: Students prepare advanced repertoire for performance while strengthening sight-reading skills, demonstrating professional stage etiquette, and reflecting on musical growth through self-assessment.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Orchestra instrument • Method book (intermediate level) • Metronome/tuner • Music stand (classroom) • Repertoire specific to level • Rosin and accessories

